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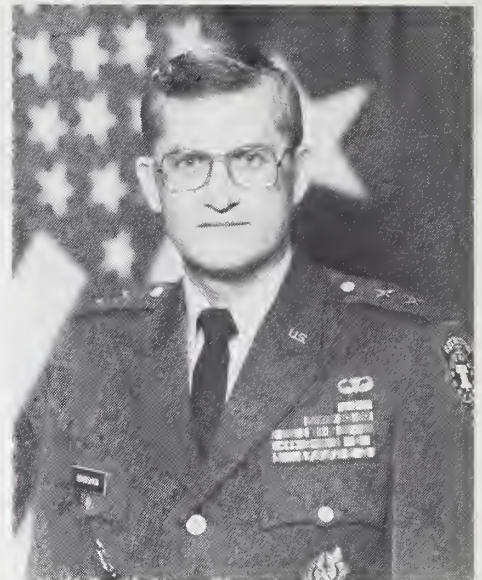
recruiter  
**JOURNAL**  
The Army's recruiting professional magazine since 1919  
August 1984



*School Days*



# Commander's Notes



In autumns past, first as a youngster, then a young man, I would anxiously await the start of each new school year. Sometimes with apprehension and mixed emotions but always with a surge of vitality.

Little did I realize then how important the beginning of the school year would be to me as an Army recruiter. Now, just weeks away from the beginning of the 1984-85 school year, I again have the positive feelings of challenge and expectation.

Our mission is stated simply. Recruiting during Fiscal Year 1985, as in years past, will demand that we continue to provide the high quality strength the Army needs.

We must use all our resources to accomplish this mission. An important resource is the secondary school system.

This month's *recruiter JOURNAL* has a "School Days" theme and contains features to help you recruit quality enlistees from the high school market. Appropriately, the first article features the help and advice that is provided by your battalion education coordinators.

ASVAB-5 has served us well throughout the past eight years but is being replaced by ASVAB-14. The second featured article explains similarities and differences between the two ASVABs.

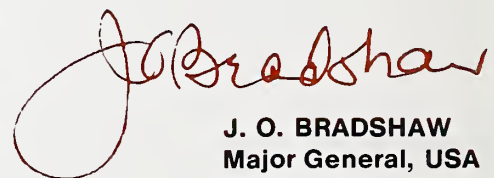
The value of the ASVAB test program in generating priority leads is highlighted in the third article. Stories on the Home-town Recruiter Aide Program, which has recently been expanded, and access to private and parochial schools are also presented.

Other stories discuss student and educator trips, working with high school guidance counselors, and establishing and continuing your personal educational goals. The final

feature introduces the 'XYZ Concept,' a method of presenting the financial benefits of the Army College Fund.

Focus on the high schools within your recruiting area. Get to know and understand the administrators and faculty. Become part of their operation. Concentrate on the Hi-Grad. You'll find quality!

The Army has given us powerful enlistment offers. Let's explain them to students and their families and friends; to educators and other Centers of Influence; to organizations formed for civic, business, and fraternal bonds. Accept the challenges of the new school year to Provide the Strength!

  
J. O. BRADSHAW  
Major General, USA  
Commanding

**'1984 — the Army Family'**



Maj. Gen. J. O. Bradshaw  
CG US Army Recruiting Command

Maj. John F. Cullen  
Chief, Public Affairs, USAREC

Jack R. Muhlenbeck  
Deputy, Public Affairs

Master Sgt. Derek Scammell  
NCOIC, Public Affairs

Sgt. 1st Class Dennis Kramp  
Editor

Sgt. 1st Class Jerry Simons  
Carol Massar  
Assistant Editors  
Len Trzeciak  
Art Director

Contributors: Sgt. 1st Class Bob Ross, Spec. 5s Roger Langer and Dan Hardoby, and Peggy Flanigan, Elizabeth Gerber and Jean Darlan.

#### CORRESPONDENTS

Marlana Fox	1st Rctg Bde (NE)
Jill Snell	2d Rctg Bde (SE)
Sherry Edwards McHone	4th Rctg Bde (MW)
Julie Lehnis	5th Rctg Bde (SW)
Dan Tovar	6th Rctg Bde (W)

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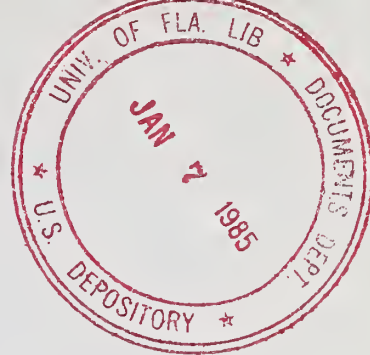
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Commercial: 312-926-3918  
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ATTN: USARCCS-PA  
Ft. Sheridan, IL 60037

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# recruiter JOURNAL

The Army's recruiting professional magazine since 1919

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## FEATURES

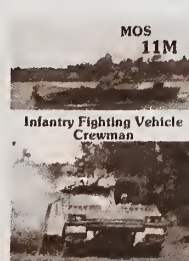
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## ABOUT THE COVER:

Since our nation's beginning, the little red school house has been the source of our greatest wealth, our educated men and women. This month's cover, photographed by USAREC PAO's Spec. 5 Dan Hardoby, depicts one of our older school houses, located in Deerfield, Ill. Our back cover, photographed by Bill Walton of the Fort Benning, Ga., PAO, illustrates future Bradley Fighting Vehicle Crewmen, MOS 11M, undergoing training.







## Absentee voters set to make big mark

**WASHINGTON** -- Based on the number of military members, family members and overseas civilians who, thus far, have used the Federal Postcard Application (FPCA) to register and request an absentee ballot, 1984 could be a record year for absentee voter participation.

A spot check of local election officials found a 55 to 60 percent increase in registration and requests for absentee ballots over statistics gathered about this time in the 1980 presidential election year.

A survey conducted by the Federal Voting Assistance Program (FVAP), the office responsible for the absentee voting process for all members of the military, merchant marine and U.S. citizens overseas, found that some of the barriers to voting absentee have been eased.

"The figures thus far this presidential election year are very encouraging," said Henry Valentino, director of the program. "At this rate, we could surpass the national average."

Valentino urged voters to notify the FVAP of any problems they might encounter in their attempts to vote this year. He also encouraged voters to return their ballots to their voting districts even though it may appear the ballot might not arrive in time to be counted.

"Court action could be taken which would direct counting of ballots received beyond the normal deadlines," Valentino added.

Problems concerning absentee voting should be addressed to: Director,

Federal Voting Assistance Program,  
Office of the Secretary of Defense,  
Room 1B457, The Pentagon, Wash-  
ington, D.C. 20301, or by calling auto-  
von 224-4928/4960 or commercial

(202) 694-4928/4960.

Further information on the absentee ballot can be obtained from the Voting Assistance Officer at each battalion and brigade.

### WATER WISDOM



### Ten Easy Ways to Sink a Boat

1. Don't bother with life preservers. They don't look very glamorous.
2. Take along all the passengers who want to go. So what if the boat is a little crowded.
3. Drive your boat as fast as possible. It's no fun to just poke along. Let's see what she'll really do.
4. Encourage your passengers to stand up, stretch their legs, and get a better view.
5. Enjoy a cigarette while you're refueling.
6. Extra gear like anchor, oars, boathooks, lines, fire extinguisher, tool and first aid kits just clutter up the

boat. Leave them at home.

7. Don't bother to check the weather forecasts. Anybody can see whether or not the sky is blue, and it looks like a good day.

8. If you are boating at night, don't worry about lights. There might be a full moon.

8. It isn't important to know the rules of the waterways. The other boats will get out of the way, or else you can move to one side or the other.

10. Don't learn how to swim and don't worry about first aid training. What possible use would you have for artificial respiration?

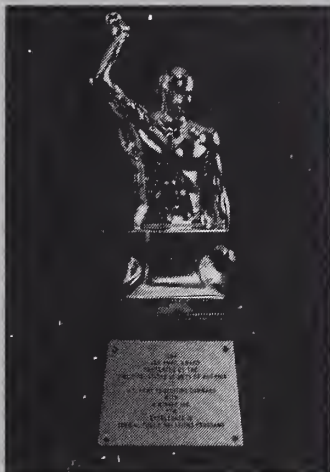
# Command wins Silver Anvil for soccer

**FORT SHERIDAN, ILL.** -- For the second consecutive year, the U.S. Army Recruiting Command (USAREC) was selected to receive a Silver Anvil award from the Public Relations Society of America (PRSA).

Maj. Gen. J. O. Bradshaw, USAREC Commanding General, accepted the presentation at the June PRSA annual awards banquet in New York. USAREC was recognized for the Army Soccer Program in the special public relations programs directed to educators category.

The awards are presented annually for those public relations programs that "demonstrate the highest standards of research, planning, implementation and measurement and make an outstanding contribution to the practice of public relations."

Last year the command received a Silver Anvil for the public relations effort in the Army Reserve Scholar/Athlete program. More than 400 programs were entered in this year's competition as 56 public relations executives from across the country met to select the winners.



## New deputy

**FORT SHERIDAN, ILL.** -- Brig. Gen. Gerald B. McConnell, assistant division commander, 3rd Armored Division, U.S. Army Europe, has been named deputy commanding general of the U.S. Army Recruiting Command (USAREC), and will replace Brig. Gen. Gerald E. Monteith.

Monteith departed the Command on July 1, for reassignment as Chief of Staff, Headquarters, 4th U.S. Army, Fort Sheridan, Ill.

McConnell, a native of Del Rio, Texas, and a former air defense artillery battalion commander with the 82d Airborne Division, is expected to report to USAREC by mid-August.

## news clips . . . FEMALES GET CAP

Female soldiers happy to see the new garrison cap replacing the black beret are reminded by Army uniform and appearance officials that they can't wear the new headgear until Sept. 1.

Officials encourage female soldiers to wait until Military Clothing Sales carry the garrison cap rather than pay more for the item when buying it from another supplier. Clothing sales outlets are scheduled to stock the hats in September. (ARNEWS)

## GOLD MEDAL FOOD

The Army's 1984 culinary arts team earned seven gold medals and the grand award during this year's National Restaurant Association (NRA) competition in Chicago.

Seven instructors from the Army Quartermaster School, Fort Lee, Va., participated in the 14th annual competition. They prepared pastries, buffet platters and hot foods.

"Winning at the Chicago show helped to enhance the image and status of Army cooks," said Maj. Sidney Denham, team manager. He added that the competition also helped prepare team members for the international culinary competition scheduled in Germany this fall.

The army has won more than 130 medals and grand awards through participation in NRA sponsored events. (ARNEWS)

## SURE-PAY DELAYED

Start-up of the mandatory Sure-Pay program, in which all soldiers' pay checks will go directly to their banks, has been delayed pending further study.

The Senate Armed Services Committee directed the Army to study the methods for paying soldiers, including alternatives to the Sure-Pay program. The Army will submit its report by Dec. 1, according to Army Comptroller officials.

These officials added that training to convert soldiers to using Sure-Pay should begin as scheduled, and said the Army will continue to encourage voluntary enrollment in the Direct-Deposit program. (ARNEWS)

## ARMY SOCCER CLASSIC

The East and West squads fought to a 3-3 deadlock during the inaugural Army Soccer Classic, the first national high school soccer all-star game, played on Clinton Field, West Point, N.Y., on June 30. Troy Snyder, representing the East team from Fleetwood, Pa., high school, received most valuable player honors.



# Work with your

*By Dr. Hartley B. Campbell  
and Dr. William E. Brien  
USAREC Recruiting Operations  
Education Programs Branch*

Working the high school and Hi-Grad markets is the best way for the command to locate and enlist quality young men and women in the Regular Army and the Army Reserve. Uniquely qualified to assist the recruiting force in working these quality markets are the education coordinators at each recruiting battalion.

The job of the education coordinator involves presenting the Army's programs to the educational community in a way that will help ensure a welcome reception for the recruiter when he visits a high school, and two and four year colleges.

The battalion education coordinator is the Army representative to fellow professional educators. When the coordinator is able to communicate with the education community in a professional manner and explain the many services and opportunities offered by the Army, he becomes effective in support of the recruiting mission.

In turn, the recruiter helps the education coordinator by developing accurate data for the High School Access Report as described by USAREC Reg 600-28. The recruiter can check USAREC Reg 350-7 and related references for the ways in which the education coordinator supports a successful recruiting plan.

## ***Lack of communication***

Sometimes there is a misconception about the education coordinator's role because of a lack of communication between the recruiter and the coordinator. Everyone knows what the recruiter does. However, not everyone understands what the education coordinator does and how he can help the recruiter.

First, there are differences to be recognized. In any recruiting battalion there is only one education coordinator, but many recruiters. Second, the recruiters are located all over the battalion's map, while the education coordinator is based at the headquarters.

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**Working the high school and Hi-Grad markets is the best way for the command to locate and enlist quality young men and women in the Regular Army and Army Reserve.**

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This might be the basis for a problem. For example, the recruiter may be thinking, "Here I am, out here by myself. I'd like more help to get into the schools, but it doesn't look like anyone has the time for me." At the same time, the education coordinator may be grappling with the latest problem and muttering something like, "Why wasn't I told about this before it became a problem?"

Actually, the education coordinator is eager to receive a recruiter's request for help on questions dealing with education. The coordinator/recruiter relationship is an "on-call" basis, not a full time "employee-employer" situation. The recruiter knows his specific needs and territory and the education coordinator does not, except in a general sense.

## ***Help or advice***

An individual recruiter may need help or advice about a number of education related matters that will make recruiting easier. To promote a good working relationship with the education coordinator, it is necessary for the recruiter to keep the coordinator informed of situations and conditions that may need attention and assistance, because much of the time the recruiter is the only person who knows about them.

The prime market for the recruiter is the high school senior who is going to be a diploma graduate, though the Hi-Grad market is equally important. To penetrate these markets, it is usually necessary to get into the school, find out who the prospect students are and whether or not they qualify for the Army.

Three of the basic working tools of the recruiter then would be school access, directory information and

# Ed Coordinator

ASVAB test results. All of these are directly linked to education and are in need of coordination. Therefore, it is important to involve the education coordinator both in planning and implementing the school recruiting plan.

There are known occasions such as career days, job fairs, DEP functions and similar activities, when the education coordinator can easily and effectively present Army education programs. Of particular interest is VEAP and the Army College Fund.

## **Group presentations**

Group presentations of these programs, with an emphasis on the qualifications necessary for participation, can be effective toward the total recruiting effort. The recruiter can demonstrate to the school how he, in uniform, and his civilian education coordinator, can work well together. This often impresses the school staff and students.

The equation we now have is:

$$\begin{array}{c} \text{Recruiter +} \\ \text{Education Coordinator =} \\ \text{Success} \end{array}$$

For both to be successful, the education coordinator must be aware that the recruiter is using the experience and knowledge of the professional educator "to help sell the Army." When both understand their roles, the task becomes easier, since they are pulling in the same direction and will not hesitate to help each other.

Most battalion education coordinators have had "on-the-job" experience in the education community. This makes them knowledgeable recruiter resources in the education field that is important to recruiting success.

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**An opportunity exists for building a solid relationship, to take advantage of years of experience and hundreds of contacts that most education coordinators have acquired.**

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This continuity is valuable to the recruiter. It means the education coordinators are probably familiar with the individual school communities. They also maintain liaison with the various state education offices that govern secondary and post secondary education.


## **Benefit to recruiters**

The rapport the education coordinator has developed is of immediate and continuing benefit to recruiting. This relationship helps solve problems while they are still small and minimizes the need to engage in the undesirable activity of "crisis intervention."

Another service for the individual recruiter that is available through the battalion education coordinator, yet often overlooked, is advice and counseling relative to the recruiter's own continuing education plans and program.

The education coordinator can act as advisor and as liaison between the recruiter and the education service officer at the supporting Army education center. As the only professional educator at the battalion, the education coordinator will be able to help the individual recruiter in this sensitive area where a knowledgeable friend is appreciated.

This informal relationship can help the recruiter realize education plans with less anxiety than is usually associated with successful completion of important goals. It is a benefit that is worth cultivation by the recruiter.

What have you asked your battalion education coordinator to do for you lately? If the answer is "Nothing!", try it! You'll like it! An opportunity exists for building a solid relationship, to take advantage of years of experience and hundreds of contacts that most education coordinators have acquired. Ask for advice and seek help from your battalion's education coordinator. 



# ASVAB 14

By Dr. Norman P. Sherwood  
USAREC Recruiting Operations  
Education Programs Branch

*ASVAB-14 began life last month following eight years of testing military applicants with ASVAB-5. ASVAB-14 more accurately accesses the vocational aptitude of today's youth. The current forms in this battery of tests included ASVAB-11, -12 and -13, used for production testing, and ASVAB-14, used for testing in schools.*

## Marketing tips

The new "Recruiters' Guide for ASVAB-14" explains your role in the DOD Student Testing Program and provides some tips on marketing the test. You need to look at this source. However, here are some major new selling points you may want to use to help you market the test in the schools.

- ASVAB-14 norms are based on a nationally representative sample of the 1980 youth population. The key is that it is a nationally representative sample. It is the only test of its kind that uses norms this up-to-date.

- The expanded ASVAB-14 occupational composites are proven valid predictors of success in military training. Through the method of "validity generalization," scores are also

valid for predicting success in training in civilian jobs. (Validity generalization is discussed in the ASVAB-14 Counselors' Manual).

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**For the recruiter, one of the nice things about ASVAB-14 is that it is made up of the same 10 tests as the production test.**

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- The ASVAB-14 Counselors' Manual is a good one. It was written by counselors (the American Association for Counseling and Development) for counselors. It explains the test and its uses, provides case studies for counseling, and includes student handouts.

- The new composite scores reported to students and counselors are better suited to the career exploration process and they enable counselors to offer more assistance to their students. Check the case studies in the Counselors' Manual for examples.

- In each step of the development of the ASVAB-14 test and its materials, both civilian test experts and counselors reviewed the products and made suggestions to meet the needs of the student, the counselor, the school,

and the military. The result: "...the quality of the ASVAB equals or surpasses that of commercial aptitude and achievement tests," stated Dr. R. D. Bock, University of Chicago.

- New promotional materials for ASVAB-14 are good and are designed for specific audiences.

- A new Military Career Guide will be made available to the schools so that students can use their ASVAB results to find out their chances of qualifying for at least one job in a military career field. These military career fields will also be equated to similar civilian jobs. Get acquainted with this new guide and see how you can make it work for you!

## Promoting the test

Over 14,000 high schools now utilize the ASVAB - that's nearly 80 percent of the available schools! What that means to you as a recruiter is that not only does it give you access to the school, but it gives you credibility. You are offering a very good test to the school, free of charge, with a lot of support and assistance provided.



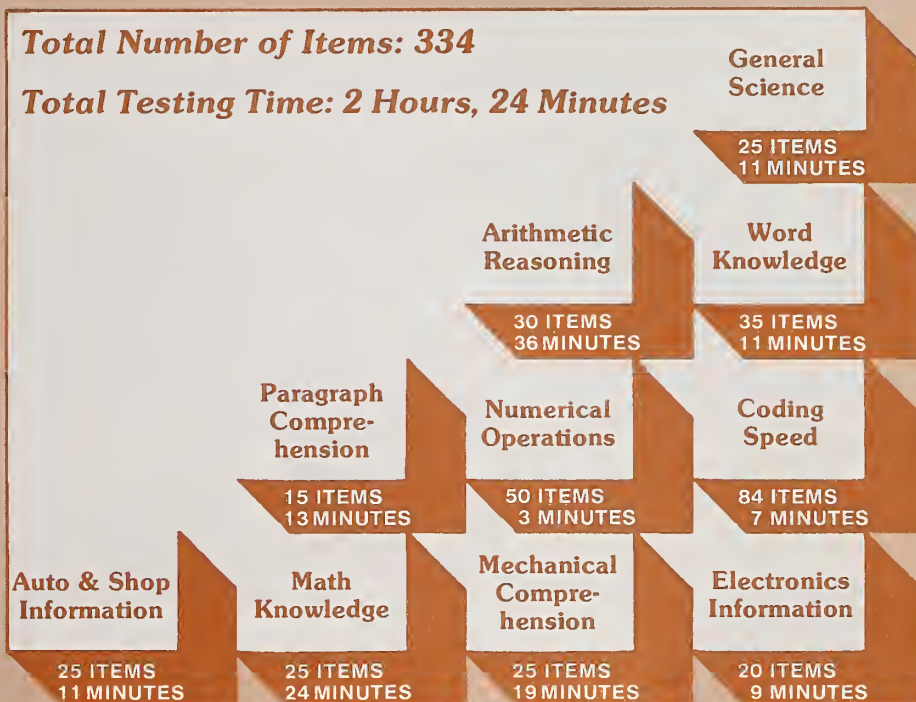
You enable the school to offer a vocational aptitude test to its students, which helps them, and you make the counselors' jobs easier by providing assistance in promoting the test, proctoring it if needed and assisting in interpretation when requested. No other commercial test comes close in providing these services! And schools know this. That's why almost 80 percent of them use ASVAB.

If ASVAB is such a good test and the majority of schools offer it, why do only approximately 13 percent of the juniors and seniors take it? There are probably many reasons, but certainly lack of adequate promotion is one of them. As a recruiter responsible for promoting the test in your school, these are some of the questions you should ask yourself:

- Are the faculty in the school aware of the test and do they support it? This means not just the counselor responsible for scheduling the test, but also other counselors, administrators, vo-tech teachers and other key educators in the school. If they're not aware, see if you can arrange to talk to them at a faculty meeting or schedule a COI luncheon/dinner for the school and invite more representatives than just that one counselor.

- Is the test scheduled on a day so that other events don't conflict with the students' time?

## Subtests, Number of Items and Testing Time



- Do you place announcements/posters in the school, especially in key classrooms and the cafeteria and not just outside the counselors' office?

- Do you insure that students are given the ASVAB booklet with practice test?

- Do you use the "Time of Decision" and "Parents' Guide to the ASVAB" to give out to parents? Have you offered to talk to the PTA/PTO about ASVAB?

# is here



## Get acquainted

There are many ways to promote ASVAB. The Recruiters' Guide will help you, as well as USAREC Reg 601-59. Get acquainted with these sources and use them when needed.

In the approaching new school year, 1984-85, concentrate your efforts more on promoting the tests in the schools that do ASVAB. See if you can get more students in the school to take advantage of the opportunity. After all, it means more pre-qualified leads for you!

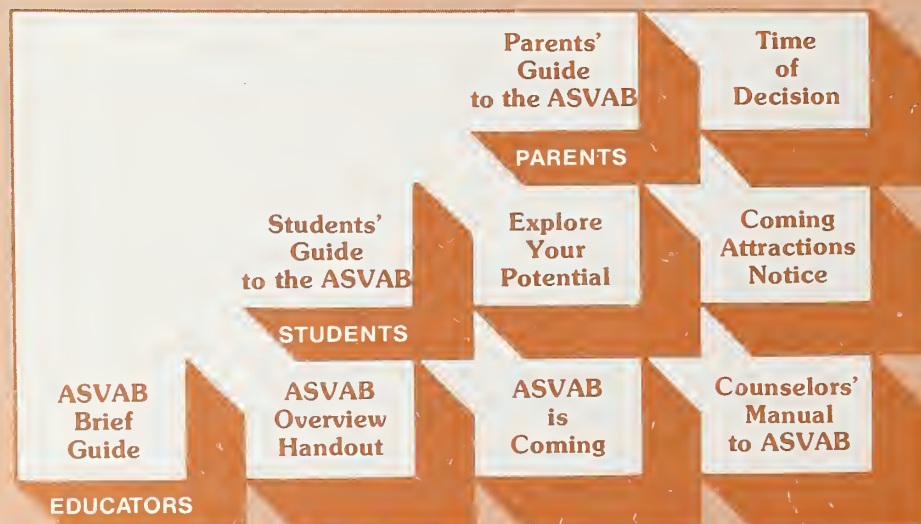
**In the approaching new school year, 1984-85, concentrate your efforts more on promoting the test in the schools that do ASVAB.**

## Content of ASVAB-14

For the recruiter, one of the nice things about ASVAB-14 is that it is made up of the same 10 tests as the production test. Not the same questions, but the same tests! So, if you know ASVAB-9 and -10, you will know ASVAB-14.

Where the big difference between ASVAB-5 and ASVAB-14 will be is in the scores and composites reported to the student. Three academic composites; verbal, math and academic ability, are reported that are useful for those students considering further schooling. Four occupational composites; mechanical and crafts, business and clerical, electronics and electrical, and health, social and technology are reported for students interested in further vocational training and jobs. The new occupational composites greatly expand ASVAB usefulness for career exploration.

## Promotion Materials





# Matrix of Composites and ASVAB Subtests

COMPOSITES	SUBTESTS									
	General Science	Word Knowledge	Paragraph Comprehension	Arithmetic Reasoning	Math Knowledge	Auto & Shop Information	Mechanical Comprehension	Electronics Information	Coding Speed	
Academic Ability		●	●	●						
Verbal	●	●	●							
Math				●	●					
Mechanical and Crafts				●		●	●	●		
Business and Clerical		●	●		●				●	
Electronics and Electrical	●			●	●			●		
Health, Social and Technology		●	●	●			●			

Two sets of percentile scores are reported to students. One set is based on a comparison of their results to students of the same grade and sex. That's easy and the same as ASVAB-5. But the other set of scores compares the results to a youth population, aged 18 through 23.

These "youth population" scores are useful for students to see how they compare to the age group entering the job market or the military. In fact, by

checking the new "Military Career Guide," students can determine what their chances are of qualifying for at least one occupation in a military career field. That should be a good selling point.

There are other scores reported to the counselor to help them assist students in career exploration. To find out more about them, you should read the "Your ASVAB Results" sheet and the ASVAB-14 Counselors' Manual.

One other thing recruiters need to be aware of: raw scores for the 10 subtests are no longer reported to the student or the counselor. So you won't be able to add raw scores from the student results and convert them to an AFQT score. That may be viewed as a drawback, but turn it around and use it as reason for the school to release results - so you can tell them if the student qualifies for the military and the Army College Fund!





# ASVAB test program generates good leads

By Dr. Norman P. Sherwood  
USAREC Recruiting Operations  
Education Programs Branch

*Each school year (SY), local Interservice Recruitment Committees (IRC) are given a goal to ASVAB test a certain number of juniors and seniors in their high schools. Every month or quarter, Battalion Education Coordinators must report how many students have tested, how the Army is doing in terms of meeting its testing goal, and how the IRC is doing.*

*But the numbers, the goals and the reports don't really show either the effectiveness of the testing program or its value to the recruiting force. The following analysis of the past school year's program is intended to take the numbers, look at them, and see what they might mean to both the commanders and the recruiters.*

During the 1983-84 school year, more than one million students in some 14,700 high schools had taken ASVAB-5. Of those totals, the Army was responsible for testing more than a half million students in more than 7,150 high schools. Fine! Great! Sounds like a briefing doesn't it? Now let's analyze those figures a little more and see how effective the DOD Student Testing Program was this past school year.

## Comparisons

In comparison to the 1982-83 school year, (end of June, 1983), slightly more than a million students in more than 14,400 high schools had taken the ASVAB. Army figures during the 1982-83 school year were almost a half million students in nearly 7,000 schools. So, more students in more schools took ASVAB in school year 1983-84. Sounds good, but what does it mean?

Apparently, the program is still showing growth in providing and increasing access to schools for recruiters and in increasing the number of students who are at least exposed to the idea of the military by taking the test. That is about all one can say from these figures. Now, let's look at some other numbers.

## Goals

The Army's goal this past school year was to test nearly 413,000 juniors and seniors. As of the end of June, approximately 389,000 juniors and

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**Within USAREC, each level of headquarters will probably want to look at the record and determine what might be done in the upcoming school year.**

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seniors were tested by the Army. This was more than 94 percent of the Army's goal.

Compared to the 1982-83 school year, numbers were approximately the same. In the market we're most interested in, the market that supplies pre-qualified leads to recruiters, the program did not experience any appreciable growth. What happened?

Perhaps it was a natural fall-off from last year's tremendous push and resultant growth in the program. Possibly there are limits to the amount of growth that should be expected. Or maybe it was some lack in promoting the test in the schools. Within

USAREC, each level of headquarters will probably want to look at the record and determine what might be done in the upcoming school year.

## Leads

Now let's take a look at the leads generated by the Student Testing Program. Data taken from the USAREC ASVAB report for the period July - December 1983 (R12AV Report), shows that 594,642 juniors and seniors had tested as of Dec. 31, 1983. The tables on the following page depicts what that means to the recruiting force:

## Summary

What is apparent about the Student Testing Program is that it has the potential to generate some good leads for the recruiter. It is also useful in providing market and recruiter zone analysis information about the high schools. The efforts put into promoting the program can reap benefits, and improvements can be made in the 10 percent contract rate that is directly attributed to the ASVAB Student Testing Program.



## Test Categories of those Tested

Grade/Sex	Total Tested	I	II	IIIA	IIIB	IVA	IVB	IVC	V
11/Male	141,315	3,374 (2%)	27,892 (20%)	20,537 (14%)	27,795 (20%)	19,987 (14%)	14,311 (10%)	16,631 (12%)	10,788 (8%)
11/Female	116,353	727 (1%)	23,273 (20%)	18,546 (16%)	25,792 (22%)	17,464 (15%)	11,555 (10%)	14,037 (12%)	4,959 (4%)
12/Male	181,969	4,499 (3%)	34,309 (19%)	25,552 (14%)	34,500 (19%)	25,441 (14%)	19,013 (10%)	23,489 (13%)	15,166 (8%)
12/Female	155,005	930 (1%)	29,923 (19%)	23,362 (15%)	32,661 (21%)	23,235 (15%)	16,217 (11%)	20,838 (13%)	7,839 (5%)
<b>TOTALS</b>	594,642	9,530 (2%)	115,397 (19%)	87,997 (15%)	120,748 (20%)	86,127 (15%)	61,096 (10%)	74,995 (13%)	38,752 (6%)

Analysis of the above chart illustrates that almost 213,000 I-III A leads were generated from the program. This represents 36 percent of the population taking the test. However, almost one of every five of those tested failed to qualify. When comparing these percentages to the 1980 youth population performance on the

test, which was a nationally representative sample of American youth, 18-23, 69 percent of that group scored in test categories I-III, only 56 percent of those tested in the high schools did. Also, 38 percent of those tested in the schools were test category IV, while only one in four fell into that category in the national sample. The

implications of these figures are not that students in the schools do not perform as well on the ASVAB as did those in the national sample, but rather that the Command is not doing an adequate job in explaining the value of taking the test to the high test category high school students.

## Plans after Graduation for those Tested

Grade/Sex	Total Tested	4-yr Coll	2-yr Coll	Military	Voc-Tech	Work	Undecided
11/Male	141,315	45,603 (32%)	8,471 (6%)	25,791 (18%)	8,261 (6%)	14,279 (10%)	38,910 (28%)
11/Female	116,353	48,248 (41%)	13,858 (12%)	7,607 (7%)	4,950 (4%)	8,812 (8%)	32,878 (28%)
12/Male	181,969	55,555 (30%)	14,249 (8%)	32,133 (18%)	13,358 (7%)	21,789 (12%)	44,885 (25%)
12/Female	151,005	58,481 (38%)	22,480 (14%)	12,615 (8%)	9,489 (6%)	15,185 (10%)	36,755 (24%)
<b>TOTALS</b>	594,642	207,887 (35%)	59,058 (10%)	78,146 (13%)	36,058 (6%)	60,065 (10%)	153,428 (26%)

The above chart illustrates that almost 300,000 leads were generated that are considered priority contacts (military, work or undecided). Analysis of these figures provides several facts that can be explored concerning students' plans after graduation.

- There was little difference be-

tween the plans of juniors and the plans of seniors.

- Approximately 25 percent of the students were undecided as to what they are going to do!

- Approximately half of the students planned further schooling.

- There was little difference be-

tween the plans of males and females, except in the categories of military and schooling.

- Almost one of five males planned to enter the military after graduation - a much higher percentage than previously experienced.



# Look for recruiter aides

*By Staff Sgt. Andy R. Garrett  
Assistant Operations NCO  
St. Louis Recruiting Battalion*

*HRAP, the Hometown Recruiter Aide Program, will take on added importance in fiscal year 1985. This year, some \$1.4 million was budgeted to support the recruiting assistance efforts of more than 1,100 HRAPers. In FY85, \$10-million has been projected to support more than 8,000 young soldiers who will work as recruiter aides.*

When properly managed and monitored, the Hometown Recruiter Aide Program (HRAP) is a helpful tool to the recruiting field force. Proper management starts when the recruiter nominates a qualified applicant to be a recruiter aide.

The recruiter must feel confident that the applicant could be an asset to the recruiting effort. Placing the proper code in item 21, block 46 of DD Form 1966/1 and in the "remarks" column, item 37, of DD Form 1966/6, speeds along the selection process.

Selection of those nominated through the REQUEST system is the responsibility of the battalion HRAP Point of Contact (POC). It is important that the POC thoroughly screen each nomination by reviewing the enlistment packet and by talking with the recruiter to find out as much information on the nominee as possible.

The information gathered includes enlistment data such as AFQT, education, law violations and, even more importantly, an overall personal profile. Questions to be asked in attaining this profile should address social stature within the community and

school, general attitude and ambitions, personal appearance, and DEP referrals.

## **Potential for success**

All of this information can be helpful in determining a recruiter aide's potential for success. Once selections have been made, the order of request must be prioritized. Factors to consider are the best suited aides, equal distribution of aides and individual station production.

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**The recruiter must feel confident that the applicant could be an asset to the recruiting effort.**

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In-processing the aide in the battalion is very important. The battalion HRAP POC can help set the stage for success or failure. During the in-briefing, the POC should indicate that the aide has been tasked with an important but difficult mission, and only hard work and determination will insure success.

Stress that the main function as an aide is to gather leads for the recruiter but not to do the recruiter's job. Time is wasted and, perhaps, enlistments are lost when the aide tries to do the selling and closing with limited product knowledge. Inquire if the aide is aware of the USAREC/battalion's standards of performance and that failure to meet these standards will result in early release from the program.


On the other hand, excellent performance could result in rewards such as a letter of commendation or Army Achievement Medal. During this in-processing, it is good to have the station commander or recruiter present so that all are aware of the requirements, duties and restrictions.

## **Under the control**

Once in the field, the aide is under the control of the station commander and recruiters. Keeping the aide motivated, assuring proper utilization, instructing and performance checking are all steps in monitoring the aide that only those in the recruiting station can accomplish.

The station commander must keep the aide busy identifying prospects by telephone or area canvassing. Without good leadership, the aide will probably fail.

Monitoring should also be maintained by the battalion HRAP POC to ensure that standards of performance are being met. The aide should be contacted after the first week and thereafter every other week to discuss progress. If the aide fails to meet the standards of performance and if improvement looks unlikely, the aide should be quickly released.

In recent months, funding for the Hometown Recruiter Aide Program has increased. However, unless good management and leadership techniques are practiced, the program will flounder. Proper use of the program will provide the recruiter a chance to improve community relations, to accumulate a large number of leads, and to enlist the higher caliber applicants that a quality aide will attract. 

## PRIVATE, PAROCHIAL SCHOOLS

# You'll never get in!

**By Arthur P. Manzione**  
**Education Coordinator**  
**Newburgh Recruiting Battalion**

*Manzione is a former Catholic high school principal who has been battalion education coordinator since last October.*

"You'll never get in! They don't want anything to do with the Army." How many times have recruiters heard this in any number of places across the country with regard to getting access to private and parochial high schools?

There seems to have developed a negative mystique about the people who run these schools. While some of it may be true, the difficulty of access is only in the same proportion that a

recruiter would find getting into any other type of potentially high priority school.

### **College prep schools**

Private and parochial schools, basically, are I-III A schools. Many such schools are college prep schools.

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**Private and parochial high schools are accessible! Don't give up, even if your success rate in the past has been very modest.**

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Consequently, the school guidance departments may at first appear to be rather protective of their students. However, the more experienced high school guidance counselors value career alternatives for their students who wish to defer or by-pass college study. These counselors want to do what is best for their students.

To establish rapport with the school, it is often beneficial for a re-

cruiter to use his battalion's education coordinator to cement the "educator to educator" approach and to discuss with school personnel the common problems and difficulties that are shared while working in schools.

### **Structure and order**

Normally, high school educators are impressed with structure and order; therefore, the Army and its personnel can be an attraction to them. Hometown recruiter aides can also be brought into the difficult schools. These young soldiers can talk Army to the school administrators.

After the introductory remarks, ASVAB as a guidance tool can be stressed. These private and parochial school educators will not be impressed with the "free test" approach. Because these schools command tuitions (\$1,000 to \$2,000 annually per student in the Newburgh recruiting battalion area, for example), they can afford standardized tests.

The bottom line regarding private and parochial high schools is to maintain a positive approach. This is extremely important. Private and parochial high schools are accessible! Don't give up, even if your success rate in the past has been very modest. As it is in the Army, the administrators in many of these schools are "assigned" for a limited time (4-6 years). If your dealings with the school are not too favorable now, maintain a positive image and keep plugging.





# Educators, students

By Maj. Mary Lou Criswell  
Nurse Coordinator  
4th Recruiting Brigade

*While this article highlights tours for nursing educators and students, the philosophy and management techniques apply to all tours and center of influence functions.*

More than half of all student nurses who have been on one of the 4th Recruiting Brigade's nursing student tours have applied to join the Army. Now a 50 percent return is outstanding in anybody's book, but you have to know that there's a catch to it. The catch includes a lot of planning, hard work and perseverance.

First, a little philosophy. It's important to keep the main purpose of the tour in mind. This will affect where you go, whom you take and what you say and do. For example, a nursing student tour is not conducted so much to introduce students to the Army as it is to cap off a comprehensive sales effort.

The nursing student tour is used to provide reinforcement to prospective applicants on what the recruiters and counselors have been telling students, namely that Army nursing and Army life offers excellent career opportunities.

The major purpose of the nursing educator tour is to obtain student lists. A secondary purpose is to obtain centers of influence on campuses who will refer prospective applicants. The educator tour is not a reward for past referrals, but rather, as with student tours, its purpose is to help convince educators and placement officers that the Army provides nursing graduates with opportunities to practice what they have been taught and to be able to grow and develop professionally.

These tours give nursing educators a chance to observe this in action.

Army nursing has played an important and distinguished role in the advancement of the nursing profession. Educators and students are aware of this contribution and the tours provide an opportunity to meet those connected with the program.

The tours provide civilians the opportunity to see the Army in action. Since these individuals are also influential in the community, the image of the Army has been enhanced by improving the attitude of educators and

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**It's important to keep the main purpose of the tour in mind.**

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students about Army and related opportunities.

The following testimonials from student nurses attest to the purpose of tours:

A student from Luther College, Iowa, wrote of her tour to Fitzsimmons Army Medical Center in Colorado, "I've realized the commitment and enthusiasm it takes to be a good, effective Army nurse."

Another from Dubuque, Iowa, wrote, "It helped me become aware that the structure is not as rigid as I thought it was, and it showed me the independence that nurses can have in the Army Nurse Corps..."

Now back to that 50 percent return, and how you can pull it off. In the first place, like any military operation, a student nursing tour requires extensive planning, preparation, teamwork, precise instructions to responsible persons, enthusiastic execution,

and timely follow-up. Therein lies your basic outline or checklist.

## Planning

- Identify your market and invite prospects by means of a mailout. Give the tour location, time and date along with a brief description. State any costs involved.

- Screen interested persons and conduct an appointment. Don't take anyone on a tour who has not shown a genuine interest in the Army or who has not filled out a "200 card." Sure, you're stacking the deck (and, admittedly, this is where the 50 percent return comes from), but really what you're doing is taking advantage of the effect positive, serious minded people have on one another.

It is also helpful to have prequalified all prospects physically and to have determined that they meet all other prerequisites. This insures efficiency and reduces costs. We're not taking just anybody into the Army, and we don't want to give the impression that we do.

Try to program the tour mix by including class leaders, National Honor Society members, and student and state nursing association office holders. Persons who have already submitted applications but who have not been on a tour should be invited. They can help "sell" and they will in turn obtain relief from "buyer's remorse." Try to schedule a commissioning ceremony sometime during the tour.

Student nurses are usually easily excused from class schedules as a group to tour Army medical facilities because they have a shared career major which justifies faculty endorsement of such trips.

Know your facilities and their availability during the timeframe you wish to schedule the tour. Know which facilities are the most cost-productive; which have a variety of

# need planned trip

Army activities available to see and those which have the best on and off duty facilities.

Because there are six main career fields in Army nursing you want to select a facility that is large enough to have all six clinical practice areas. Large medical facilities are sometimes overwhelming and unrealistic to get an adequate feel for true Army nursing and military life. A medium-sized medical center or large Army community hospital is the preferred choice for tours. Students can easily relate to these.

## Preparation

After the students have been selected for the tour, they must be prepared. Tell them what they will do, when and where they are to meet, what to wear, and give them a set of rules of conduct.

Some recruiters hand out a series of possible questions for students to ask of Army nurses they will meet. Don't

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**There is no high pressure selling. The Army sells itself.**

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forget to give the students an emergency telephone number they can leave for family and friends.

Preparation also includes the contacts that must be made to coordinate the whole affair. Usually the recruiting company commander and his nurse recruiters get together with the nurse counselor and the battalion A&SP chief to divide the chores.

Transportation and lodging must be secured, and of course event and tour arrangements must be made.

## Instructions and teamwork

It was just stated that the chores were divided up. Don't get the impression that this is a hap-hazard catch-as-catch-can-gig -- it's not. Responsibilities are fixed solid so that the entire list of things to do is covered and nothing is left to chance. How would you like to arrive at the hotel with a group you're trying to impress only to find you have no reservations?

In the 4th Brigade, we usually assign responsibilities in the following manner: coordination with students and local transportation belongs to the company commander and recruiters; A&SP personnel handle the funds, long range transportation and lodging arrangements; the nurse counselor is responsible for coordination with the medical treatment facility.

It is important to remember that the ultimate responsibility lies with the chain of command.

## Execution

Enthusiasm is the key here. The tour is a special happening - created especially for the students or nursing educators on board. This is not one of those run-of-the-mill sightseeing tours with a "ho-hum" tour guide. You and your students are going to learn and teach, to buy and sell.

Have a guest speaker at a lunch or dinner or both. The USAREC chief nurse is a good speaker source as are most MEDDAC commanders or chief nurses.

Most students comment favorably on what they learned from panel discussions. Panels should consist of nurses from various specialties to talk

about why they joined the Army. Encourage frank discussions and honest answers since it is important for the audience to hear the positive and negative aspects.

Tour the military post - not just the hospital. Show participants types of military training conducted on the post, check into military museums, gyms, day care centers and other facilities. Eat a meal at the officer's club or dining facility and drive through post housing. If possible and suitable, stay in the BOQ or guest house. Show, tell and sell the whole military environment.

Be prepared for anything. For example, more than one nurse counselor has had to use a credit card for lodging because TAIR funds didn't come through on time. These situations are usually caused because there was not thorough follow-up.

## Follow-up

Obtain written critiques before you release the students and send the results up the chain of command. Make changes accordingly.

Send a thank-you to each attendee. If possible, arrange for pictures to be taken while on tour. Make copies and send them to participants.

## Close the sale!

You've been provided tips for conducting student tours but little has been said about nurse educator tours. There really isn't that much difference. We don't find as many participants, of course, and we don't run nearly as many - only one or two per year. For these reasons, we combine the educator tours at the brigade level.

How do you tell someone about Army nursing? That's easy! You show them!





# DO THE RIGHT THINGS

## No gimmicks or secrets

*By Bill Smith  
Advertising & Sales Promotion  
Houston Recruiting Battalion*

When Staff Sgt. Daniel Cook became the Army recruiter for McCullough High School in Woodlands, Texas, his hopes for success were minimal. Students were from upper middle class families. Many were affluent. Could he recruit high school seniors who had visions of college sororities and fraternities?

Success came early. Month after month, he achieved mission by suc-

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**The Army can recruit affluent kids from schools like this.**

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cessfully recruiting in all four assigned high schools. But it was at McCullough that Cook achieved the greatest success. In 1983, he enlisted 12 McCullough seniors into the DEP and by May 1984, nine seniors.

"The Army can recruit affluent kids from schools like this," said Cook. "I have no gimmicks or secrets for successful recruiting. I just try hard to do the right things."

To Cook, doing the right things means good basic recruiting plus an innovative idea for contacting only those students interested in enlistment.

### Government classes

Each year Cook makes Army presentations to the senior government classes in his high schools. After presenting the Army's basic benefits, he conducts a written survey for added interest in Army enlistments. Cook then targets his energies on individuals most likely to enter the military.

"When a recruiter is initially assigned to a school, priorities should be given to establishing good rapport with school counselors," Cook stated. "Much of your success hinges on this relationship."

His first stop when entering a school is the counselor's office. If a student indicates an interest in the military through a counselor, an interview is arranged between Cook and the student.

"Sergeant Cook deserves our cooperation at McCullough," said Blanche Preslar, a counselor he works closely with at the school. "He isn't overly aggressive and that's changed the impression many people have of recruiters."

### Out of his way


"We've observed him going out of his way to assist students. He did much to help both the students and the school receive the ASVAB and have it administered. He works well

with parents and students. We were also able to view soccer and other films unrelated to recruiting."

Cook visits his schools often. The nine-year Army veteran thinks DEPs deserve and need good follow-up. Once a week, or more, he drops by a high school for lunch. "I just sit and talk to the kids," he said. "Some are ambivalent after enlistment in the DEP. I try to reassure them about concerns they may have about military life."

When Cook began a new assignment at an El Paso, Texas, recruiting station in mid-June, he planned no changes in his recruiting approach.

"Army prospects are the same everywhere," Cook remarked. "They respond well when the Army can meet their needs with the many programs and benefits we offer."

"School begins soon," he concluded. "When the doors open, I'll be on the doorstep eager to enter and sell my product -- the U. S. Army." 



*Working together to assist students, Staff Sgt. Daniel Cook and high school counselor Blanche Preslar have become both friends and a team as they share a sincere interest in the future of the young men and women at McCullough High School, Woodlands, Texas.*

**G**oals are nothing new to Army recruiters. Goals can be milestones on the way to success if they are developed properly. Setting and achieving such goals is a mark of excellence in any soldier.

For many soldiers, the right goal is an education ending in a two or four-year degree. Advancing the achievement of such goals is a concern expressed earlier this year by Secretary of the Army John O. Marsh Jr., in a memo to the Army Chief of Staff. The Secretary wants to ensure that college bound soldiers don't "feel they have lost two to four years in getting on the campus."

Soldiers don't normally have to postpone their college work. Several in-service educational opportunities

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**...ensure that college-bound soldiers don't feel they have lost two to four years in getting on the campus.**

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exist with only one restriction--time for classes. Classes must be taken during "free" time.

For soldiers who can't fit college classes into their military schedule, all is not lost. The training they receive coupled with the experience gained in the Army can be translated into college credits.

The American Council on Education suggests to colleges how much credit may be given. Recommended

amounts are listed in the ACE Guide available at local Army education centers, most college and university registrar offices, and through the recruiting battalion education coordinators.

External degree programs offer credit for college-level knowledge and experience. It's a matter of taking tests. There's also the national credit-by-exam program: CLEP (College Level Examination Program).

Army service schools have correspondence courses for most job skills allowing soldiers to earn credit in a secondary area or to brush up on primary skills. Other correspondence courses are offered through more than 50 accredited colleges and universities.

Non-credit courses are offered in technical aspects of military skills, vocational/technical courses from accredited institutions, and foreign languages.

Soldiers have access to more than 400 professional educational counselors located at approximately 370 education centers and subcenters Army-wide.

Several hundred community and four-year educational institutions are committed to working toward the soldier's benefit. They provide the flexibility necessary to meet the mobility required by the Army.

One special two-year program offered exclusively by the Army is the Servicemembers Opportunity Colleges Associate Degree program or SOCAD. It offers soldiers some special benefits:

- Only one-fourth of the credit hours needed for a degree must be taken at the "home" school.
- A letter of agreement is signed between the soldier and the "home college" spelling out the exact number of credits and courses required.
- Maximum credit is given for training and experience.
- Credits earned at other schools (within a given network of institutions) are transferred back to the "home" school which awards the degree of completion.

The education savings fund established through the Veterans Educa-

# Set your goals

*By Don E. Mallicoat  
HQDA, Education Division  
Public Affairs Office*

tion Assistance Program (VEAP) and the Army College Fund are not the only ways soldiers can save in achieving their educational goals.

Many states offer in-state tuition rates to soldiers while they are stationed there. Another benefit is tuition assistance (TA). This pays part of the cost of attending off-duty courses given by regionally-accredited institutions.

For the college-bound recruit or recruiter, the first stop on the road to fulfilling that educational goal should be the local Army education center or recruiting battalion education coordinator. That's where the counseling, testing, tuition aid information and other educational help is available.

It is possible for some soldiers to earn an associate degree or a vo-tech certificate during their first enlistment. By using the in-service education benefits, the Army College Fund or VEAP can be used to continue your education--not start it after Army service.

Accelerating education goals as quickly as possible and practical benefits the soldier--and the Army. Education does make a good soldier better!





# Concept: as

## **A&SP staff feature Los Angeles Recruiting Battalion**

*'XYZ Concept' is a tool originated by the Los Angeles recruiting battalion commonly used to brief educators. The concept compares the total educational benefits (VEAP and Army College Fund) of three hypothetical school districts (districts X, Y and Z) each comprised of a number of different schools. In a typical example of the concept, district X will ASVAB but will not release lists; district Y will ASVAB and will release lists, and district Z will not ASVAB nor release lists. While the facts and numbers that comprise the 'XYZ Concept' are factual, the school districts and schools are never identified. The concept is constantly modified to help emphasize specific points during a presentation.*

The 'XYZ Concept' implemented by Virginia Lee, education coordinator for the Los Angeles recruiting battalion, has paid big dividends and according to Lee, "is a creative way of motivating schools to ASVAB and release directory information."

She describes the concept as "the most motivating briefing tool I have found in encouraging schools and

school districts to ASVAB students and release directory information.

"I show them the total educational benefits derived from their efforts as indicated by one of the three school districts highlighted in the briefing", Lee continued.

"When addressing the school district it is easy to gain their support in encouraging schools with good ASVAB programs to continue to build those programs and release lists. It also challenges the schools within a district to see which will secure the most educational benefits for their students".

The true value of the 'XYZ Concept' in approaching a school or district is

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**The most motivating briefing 'tool' I have found in encouraging school districts to ASVAB students and release directory information.**

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the importance of testing large numbers of students and also to emphasize the need to release the directory information so students can be made aware of the educational benefits the Army has to offer.

Lee emphasized that within the Los Angeles recruiting battalion only three public high schools do not release directory information.

Recruiters utilize the 'XYZ Concept' in illustrating to their schools the potential educational benefits they can derive from a successful ASVAB

program and the release of directory information.

According to Capt. Gary Melton, West Covina company commander, "The 'X Y Z' approach is an accurate way of having the educators and administrators realize in a language of dollars potential educational benefits."

What makes the 'XYZ Concept' a favorite briefing tool for the battalion? According to Lee, the samples illustrated on the following page are just one of the 'XYZ Concept's' many structures. She may change the titles to be more specific or zero in to emphasize the need to begin, increase, or continue a successful ASVAB program and ensure the timely release of directory information.

"The beautiful thing about the concept," explained Lee, "is it is a descriptive but non-threatening way to indicate to schools and school districts what a great job they've done, or what a great job they can do by using actual dollar amounts and statistics without embarrassing another school or school district."



# easy as 'X Y Z'

## School District X

### *Will ASVAB -- will not release lists*

Schools	# Seniors ASVAB	# ACF Eligibles	Total Army Enlistment	VEAP Benefits	Enlisting for ACF	ACF Benefits	Total Financial Benefits
A	13	5	0	--	--	--	--
B	203	83	11	\$89,100	10	\$120,000	\$209,100
C	91	14	2	\$16,200	0	--	\$16,200
<b>TOTAL</b>	<b>307</b>	<b>102</b>	<b>13</b>	<b>\$105,300</b>	<b>10</b>	<b>\$120,000</b>	<b>\$225,300</b>

## School District Y

### *Will ASVAB -- will release lists*

Schools	# Seniors ASVAB	# ACF Eligibles	Total Army Enlistments	VEAP Benefits	Enlisting for ACF	ACF Benefits	Total Financial Benefits
E	92	26	19	\$153,900	9	\$108,000	\$261,900
F	19	0	4	\$32,400	0	--	\$32,400
G	102	31	11	\$89,100	7	\$84,000	\$173,100
H	45	11	5	\$40,500	3	\$36,000	\$76,500
<b>TOTAL</b>	<b>258</b>	<b>68</b>	<b>39</b>	<b>\$315,900</b>	<b>19</b>	<b>\$228,000</b>	<b>\$543,900</b>

## School District Z

### *Will not ASVAB -- will not release lists*

Schools	# Seniors ASVAB	# ACF Eligibles	Total Army Enlistments	VEAP Benefits	Enlisting for ACF	ACF Benefits	Total Financial Benefits
I	--	11	2	\$16,200	2	\$24,000	\$40,200
J	--	2	1	\$8,100	--	--	\$8,100
K	--	11	2	\$16,200	1	\$12,000	\$28,200
<b>TOTAL</b>	<b>--</b>	<b>23</b>	<b>5</b>	<b>\$40,500</b>	<b>3</b>	<b>\$36,000</b>	<b>\$76,500</b>

NOTE: computations for the 'XYZ Concept' were made as follows. VEAP bene-

fits were calculated at \$8,100 per enlistment. ACF benefits were based on

\$12,000 per taker. The maximum ACF total was \$20,100 per enlistee.





*Sgt. 1st Class Roger Elliot as Happy the Clown.*

**CLOWNING AROUND IS SERIOUS BUSINESS** for Sgt. 1st Class Roger Elliot, alias "Happy the Clown." An Army Reserve recruiter at Omaha Central recruiting station, Omaha recruiting battalion, Elliot performs with the Shrine Circus during its annual visit.

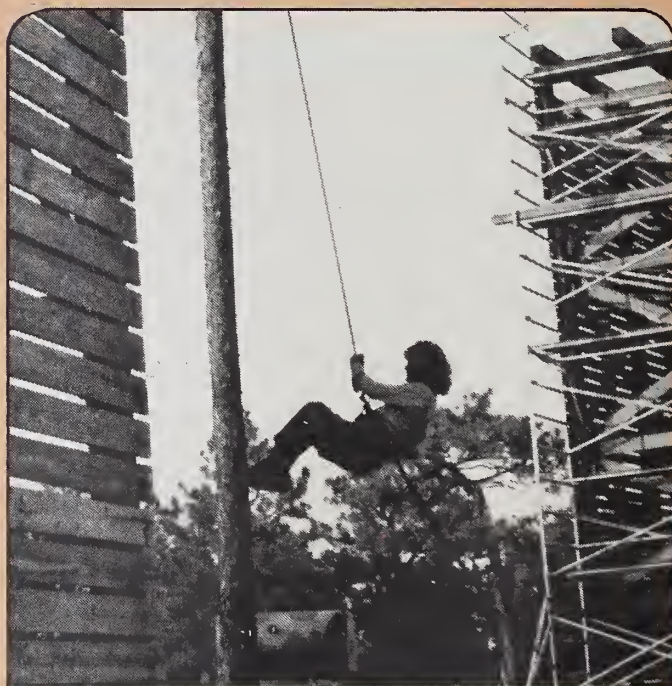
Local Shriner members provide the majority of the clowns at each city the circus visits. In Omaha, Elliot and his fellow Shriner member clowns have developed routines and built special equipment to enhance their performances, and have purchased an antique fire engine for transportation.

When the circus isn't in town, Elliot performs at children's hospitals, nursing homes, Shriner parades and other community events. (Chris Phillips, Omaha Rctg Bn).

**SGT. 1ST CLASS ROBERT GARZA**, on a compassionate assignment with the McAllen, Texas, recruiting company, credited his military training in cardiopulmonary resuscitation (CPR) with saving a 7-year-old girl from drowning.

**Nancy Martinez**, of Monterrey, Mexico, was trapped under water in a South Padre Island swimming pool for more than two minutes when Garza pulled her to safety. Her fingers had stuck in a pool drain, and he had some difficulty freeing her. She was not breathing when he brought her to the surface and started giving her mouth-to-mouth resuscitation. "I was convinced she was dead," he said, "because she was purple and wasn't breathing. Thank God I had CPR training in the Army."

The Emergency Medical Service paramedics arrived at the scene just as Nancy began responding to the CPR. "If it hadn't been for Garza, I think we would have lost her," said paramedic **Chris Testor**. (Pat Davis, San Antonio Rctg Bn).



*Nancy Dick, Guidance Chairperson at Miami Killian High School, tries rappelling during an educators' tour of Fort Bragg, N.C., sponsored by the Miami Recruiting Battalion.*

*Dick was one of a group of south Florida educators who toured Fort Bragg to learn about Army education programs and benefits and to witness the typical day in a soldier's life. The educators also visited the post education center, NCO academy, Golden Knights facilities and 82d Airborne museum. (Denise Rains, Miami Rctg Bn).*



**TWO ARMY RANGERS FROM FORT STEWART, GA.,** visited local high schools to give students first-hand accounts of the U. S. military action last October in Grenada, and Ranger training in general.

**Sgt. Randy Emler**, a 1980 graduate of Schurz High School, Chicago, and **Cpl. Tirrell Potter**, a 1981 graduate of Barrington consolidated high school, Barrington, Ill., are members of the Rangers.

They spoke to students at Niles West High School, Skokie, and Amundsen High School, Chicago.

Emler, 23, told how he bailed out of a plane flying at 120 knots at 500 feet, with 75 pounds of gear.

"I was interested in seeing how I'd react under pressure," Emler said. "We're trained to go behind enemy lines and do what has to be done, then get out." It was "a test" which Emler passed.

The Rangers rescued American medical students and others in Grenada, secured an air field, seized Soviet weapons from storage, and took some prisoners.

"A few hundred of the students were living in a library about like this," Emler said, referring to the library annex at Niles West where he spoke to some 300 students.

But there was a difference on Grenada. The students there "were under 24-hour, shoot-on-sight, curfew and there was a shortage of supplies," he said.

Potter, 20, who was on leave in late October and did not take part in the Grenada landing, described the Rangers' training for combat in mountains, deserts and swamplands. He told how Rangers are toughened by days of little or no sleep or food, learning to survive by their wits in primitive conditions.

"I'm getting to know myself better," Potter said. Emler added, "You have to want it. If there's any question about it, you're not going to make it."

Several students asked about opportunities for women in the Army.

**Sgt. 1st Class John C. Stanton**, a recruiter at the West Howard St., recruiting station in Chicago, answered that women can be airborne qualified, but currently are not allowed in combat. (Leonard J. Busen, Chicago Rctg Bn).

**2ND LT. MIKE HANLEY** received congratulations and a large number "ONE" from **Sgt. 1st Class Janet Thornton**, a Minneapolis company recruiter, for winning the 1984 Robert P. Patterson award presented annually by the Army to the top infantry Officer Candidate School graduate.



*Newly appointed 2nd Lt. Mike Hanley is congratulated by Sgt. 1st Class Janet Thornton for his "string of firsts."*

Hanley has earned several other firsts during his brief Army career.

He was distinguished honor graduate of his 1983 OCS class, distinguished leadership grad at the infantry officer basic course and completed One Station Unit Training (OSUT) at Fort Benning, Ga., as distinguished trainee.

What makes this string of firsts even more noteworthy is the fact that in 1970, Hanley, at age 17, dropped out of Wayzata high school and joined the Army. Earning a GED certificate during his three-year hitch, Hanley was discharged and as he said, "I just bounced around between jobs and school with two years at Blinn College in Texas, and a year at the University of Minnesota."

After nearly a ten-year break in military service, Hanley decided to rejoin the Army. In January, 1982, he was processed for re-enlistment as a private first class by Thornton at the recruiting station in Minneapolis. She describes the then civilian Hanley as being determined with his sights set high.

"When Mike first came into the office he said he just wanted to be an officer and informed me that he would get the commission on his own. All I had to do was to put him back in the Army," Thornton said.

Hanley's dream of becoming an officer finally came true last August, when he was commissioned an infantry second lieutenant.





**"THE VERY BEST SCHOLARS...THE VERY BEST ATHLETES"** were the words used to describe students receiving the Army Reserve scholar athlete medals from Tennessee Governor Lamar Alexander during ceremonies at the state capitol. During the ceremonies, the governor also declared a statewide "Scholar Athlete Week". Receiving the first of approximately 400 medals presented in Tennessee this year were: (l-r) Anthony K. Helton and Tracie L. Billingsley of Beech High School, Hendersonville, Tenn., and Linc Head and Lacrechia Roberts of Maplewood High School in Nashville. Looking on is Lt. Col. Thomas N. Cunningham, commander of the Nashville, recruiting battalion which sponsored and arranged the presentation in the governor's office. (Master Sgt. Rick Hayeland, Nashville Rctg Bn).

**ARMY NURSE RECRUITING PERSONNEL** from the Chicago, Milwaukee and St. Louis recruiting battalions joined forces recently, to take 60 student nurses on a tour of Fort Benning, Ga. Attending from St. Louis were **Capt. Beryl Pixley, Sgt. 1st Class Wenceslao Rodriguez, Staff Sgt. Gloria Russell**, and 13 student nurses from St. Louis University, University of Missouri-Columbia and Millikin University in Decatur, Ill.

Students and recruiter escorts attended a dinner at the NCO Club on their first evening. The agenda for the following day included a tour of Martin Army Community Hospital; a panel consisting of the hospital commander, education coordinator, and several Army nurses; lunch at the NCO Club; tours of a field hospital, a helicopter ambulance unit, and a jump tower; and a visit to the One Station Unit Training (OSUT) where they were briefed by an infantry battalion commander.

St. Louis recruiters Rodriguez and Russell, said, "The students were so impressed and excited by the jump tower, they all wanted to be airborne nurses!"

In addition to observing the infantry airborne training, students had a good look at the way they would support soldiers in the field as Army nurses.

When they returned to St. Louis, nurse recruiters had six applications; three seniors and three juniors. The three seniors are being processed for enlistment and commissioning and the recruiters are continuing to work with the juniors.

The 13 participants from St. Louis indicated that their perception of the Army became more favorable as a result of the tour and that the knowledge gained would be useful in making career decisions.

One student said, "I am now more able to relate Army opportunities to my own desires for career progression. I have learned what the Army represents to devoted personnel." (Marilyn Millikin, St. Louis Rctg Bn).

**STAFF SGT. NATHAN R. WARNOCK** of Chicago Battalion has earned his Gold recruiter badge in record time.

"It's the fastest ever in Chicago battalion," **Sgt. Maj. Charles W. Ballard** said of Warnock's feat.

Warnock became a recruiter a year ago March, and earned his badge this past March.

Warnock showed early promise. He was rookie recruiter of the year in fiscal year 1983. In the first six months of FY84 he put 51 people into the Regular Army and Army Reserves, making 340 percent of his matrix mission. He was top recruiter in the first quarter of FY84.

How does he do it? **Capt. William R. Havlic**, commander of the Evergreen Park company, said that Warnock, "works very long hours."

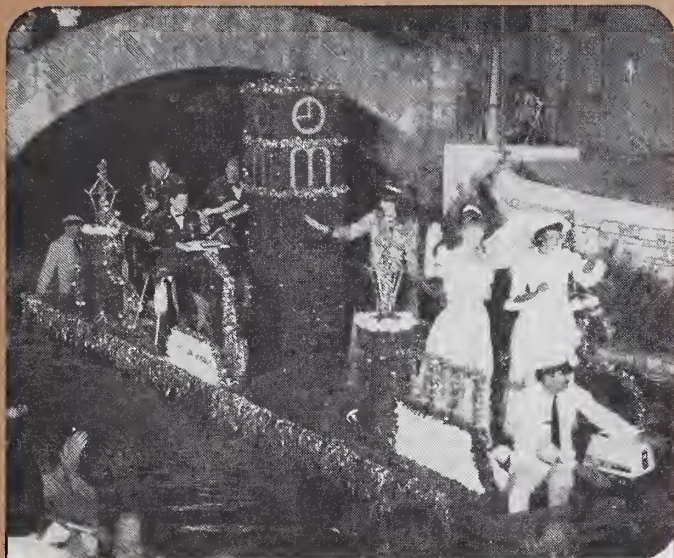
"He has excellent rapport with teenagers and persons in their early 20s, is active in his church and is a family man," Havlic stated.

Ballard added, "He's a top-notch recruiter who doesn't work walk-ins; he works all markets and has had good quality enlistments."

Warnock added, "I try to be honest. I explain all the benefits in detail, stress them highly, and try to relate the benefits back to their situation. I stay in the schools," Warnock said. "And that's about it. You've got to show the applicant that you care about them, and be their friend."

Warnock is a native of Macon, Ga., where he graduated from Bibb Technical High School in 1973. His Army career began in 1975. He and his wife and two sons live in Hammond, Ind. (Leonard J. Busen, Chicago Rctg Bn).





*The military has traditionally taken part in the annual, 10-day Fiesta celebration in San Antonio, Texas. Again this year, the San Antonio recruiting battalion participated in the military portion of the gigantic street party that drew more than 4 million visitors to San Antonio. Military bands, drill teams, marching units and floats were prominent in the festivities. At each appearance of the military units, Army recruiters from the battalion were present to take advantage of the awareness the celebration provides for recruiting.*

*In the photo above, Miss Fort Sam Houston and her princesses ride in the night parade down the San Antonio River as the 5th US Army Band provides music.*

*In the photo below, the Army float from Fort Sam Houston rides in the day parade to honor Pentathletes and Olympic contenders training at Fort Sam Houston. (Pat Davis, San Antonio Rctg. Bn; photos by Ted Dumont, Fort Sam Houston, TASO).*



**IF THE NAME "THORPE" DOESN'T MEAN ANYTHING TO YOU** then you're probably not from Oklahoma, or you're too young to remember who made the name famous.

It was **Jim Thorpe**, a track and field star from Oklahoma, who gained worldwide attention when he won both the decathlon and pentathlon in the 1912 Olympics.

More recently, another athletically gifted Thorpe, the 19-year-old grandson of Jim Thorpe, enlisted in the Army. **Gary Thorpe** lettered in football and baseball and was a star wrestler when he graduated from Shawnee, Okla., high school in 1983. He hopes to use his athletic abilities in the Army, and to make the Army a career.

Would his grandfather be proud of him? "I'm certain he would," Thorpe smiled. "I have an uncle who is a retired lieutenant colonel with over 20 years of service that the family is pretty proud of, and my dad was also in the Army for a short time." (Debbie Gardner, Oklahoma City Rctg Bn).



*Their father is an Air Force master sergeant, but the Borneman brothers, Thomas A. Jr., and John J., joined the Army. They liked the shorter term of commitment the Army offered and the high tech training they could get. In addition, John qualified for the Army College Fund.*

*"I really don't blame them for their choice," said Master Sgt. Borneman. "There is no doubt that the short-term enlistment is more convenient and attractive to some people."*

*The Borneman brothers were recruited by Staff Sgt. Harold Bell, of the Wichita Falls, Texas, recruiting station. (Jim Alexander, Dallas Rctg Bn).*



# ACF Soccer Clinic



## San Diego

*Story and photos by  
Sgt. 1st Class Jerry Simons  
recruiter JOURNAL*

When Amphasouk Thammavongsa decided to attend the Army College Fund (ACF), National Soccer Coaches Association of America (NSCAA), soccer clinic held recently at San Diego, little did he realize that he would become the center of attention. But there he was, standing before a group of professional, college and high school soccer coaches, about to take a free shot on the goal.

As he prepared to take his shot, he was keenly aware of the eyes watching him.

Not often is a young, aspiring high school soccer player given the opportunity to demonstrate his abilities for such a distinguished group.

This was his chance to shine, a one on one situation, him against a goalie. The goalie was chosen for his goalkeeping abilities as Thammavongsa was for his shooting.

The winner of the shootout would receive a reward, a new soccer ball. But reward wasn't what was on Thammavongsa's mind. He wanted to

do his best. If the coaches saw how good he was, maybe someday it could mean a scholarship or even a pro contract.

The goalie and kicker eyed each other nervously, trying to calculate the other's moves.

Thammavongsa faked a left kick, but instead the ball shot to the right, catching the goalie off balance, scoring a goal.

The scenario described above occurs several times a year as the ACF in cooperation with the NSCAA sponsors soccer clinics at various locations across the country.

The NSCAA is an organization with a voluntary membership of elementary school through professional level coaches.

The clinics consist of one day sessions held in high-soccer-density areas on military installations, where possible. Prominent local college, high school and professional coaches are selected by the NSCAA to serve as clinicians.

Walt Chyzowych, former U.S. Olympic and National Team coach, served as head clinician at San Diego as well as those held earlier this year. Walt will also head clinics scheduled during the remainder of FY 84.

Among clinicians present in San Diego were Assistant Coach, Joaham Aario of the San Diego Sockers; Coach Mike Kunert, of Northwestern University; Coach Chuck Clegg, of San Diego State; Coach Shamus McFaddon, of the University of San Diego; Coach Derek Armstrong, of UC San Diego, and Coach Stuart Kay, of the United States International University. Three professional players from the San Diego Sockers, of the North American Soccer League were also present. They were, Hugo Perez and Peter Skouras, midfielders, and Guy Newman, defender.

The clinic, one of four scheduled this spring, included sessions on advanced soccer skills, goalkeeping and group and team tactics. For the coaches in attendance there was instruction on coaching techniques for developing soccer skills and team tactics.

In late summer and fall the following clinics are scheduled: Milwaukee, Wis. Aug. 25; Dayton, Ohio, Sept. 16; C.W. Post College, Long Island, N.Y. Sep. 22; University of Hartford, Hartford, Conn. Oct 7 and the University of Tampa, Tampa, Fla., Nov. 17.

Soccer is a growing sport in the United States. More than 5,000 high





**Amphasouk Thammavongsa, of San Diego's Kearny High School, drives a ball home, winning the shoot-off competition held at the end of the soccer clinic. He won a new soccer ball for his efforts, along with the admiration of onlookers and coaches present.**

school soccer programs are in existence involving more than a quarter million players. Over 520 college soccer programs are registered with the

National Collegiate Athletic Association. There is virtually more college level soccer played in the United States than football.



**Walt Chyzowych, former coach of the U.S. Olympic and National Soccer teams, tells students of 15 San Diego area high schools what to expect during the AFC soccer clinic held at Patrick Henry High School, San Diego.**

The Army is capitalizing on the rapid growth of soccer to promote a specific product, the Army College fund, to the high school target audience. The clinics also provide additional opportunities for recruiters to reach prospects and centers of influence. To date the clinics have reached over 3,900 participants, representing more than 550 high school and club teams.

Recruiters attending the San Diego clinic helped set up equipment, serve lunch, direct traffic and mingled with



**Derek Armstrong, soccer coach of the University of San Diego Nomads, tells a goalkeeper the proper way to catch a ball.**

students and coaches from their areas.

Recruiters are encouraged to attend and assist in running the clinics, to become better acquainted with the players and coaches in their areas. Who knows, they may even enlist the next Pelé.





# Diagnostic Test

**AUGUST 1984**

*Inquiries regarding Diagnostic Test questions and answers may be addressed to USAREC, Recruiting Operations-Training, or phone AUTOVON 459-2772, COMMERCIAL (312) 926-2772.*

1. Where does the data for the Army and DOD production overlay come from?
  - a. S01 Report
  - b. F01 Report
  - c. S09 Report
  - d. Company commander
2. Station commanders should direct and participate with all recruiters in a good telephone program every day.
  - a. True \_\_\_\_\_
  - b. False \_\_\_\_\_
3. What is the disposition for the monthly utilization and maintenance system (MUMS) report?
  - a. Send one copy to company HQ and two copies to C-3 Inc.
  - b. Forward all reports to battalion MUMS OIC/NCOIC.
  - c. File in station file and maintain for one year from receipt of JOIN system for future USAREC inspections.
  - d. Post to station bulletin board after all personnel have initialed.
4. The high school LRLs will be maintained in three-ring binders, and will contain all available information concerning the current senior class, as well as the two previous graduating classes, separated by graduation year.
  - a. True \_\_\_\_\_
  - b. False \_\_\_\_\_
5. IAW AR 601-280 personnel assigned to USAREC with a PMOS of OOR may reenlist for which of the following options?
  - a. Regular Army
  - b. CONUS stabilization
  - c. Retention duty
  - d. Any option in AR 601-280
6. Single sheet bond paper may be used with the JOIN printer when pinfeed-type paper is not available.
  - a. True \_\_\_\_\_
  - b. False \_\_\_\_\_
7. An applicant must enlist in a TPU for how many years in order to qualify to enlist in the alternate training program?
  - a. 4 x 2
  - b. 3 x 3
  - c. 6 x 0
  - d. 3 x 0
8. If an applicant enlisted for a band enlistment option, what would his pay grade be upon entering active duty?
  - a. E-2
  - b. E-3
  - c. E-4
  - d. Same as any other option
9. The Army Physical Readiness Test (APRT) is normally valid for a period of:
  - a. 6 mos
  - b. 12 mos
  - c. 3 mos
  - d. 9 mos
10. Persons detailed as Army recruiters must serve 36 months after assignment to recruiting duty before reenlistment for any option other than option Table 4-1 (Regular Army), unless sooner released from recruiting duty.
  - a. True \_\_\_\_\_
  - b. False \_\_\_\_\_
11. Recruiters will contact REACT leads IAW:
  - a. USAREC Reg 600-45
  - b. USAREC Reg 350-7
  - c. USAREC Reg 600-51
  - d. USAREC Reg 601-73

12. How long is a waiver valid after the approval date?
  - a. 9 months
  - b. 6 months
  - c. 12 months
  - d. 3 months
13. REACT is:
  - a. A data processing system used to determine prospect enlistment qualifications.
  - b. The Army's system for answering inquiries from interested individuals.
  - c. Primarily used by Advertising and Sales Promotion to determine the effectiveness of Army advertising.
  - d. An information management system designed and utilized by DOD in long-range planning.
14. An applicant may be retested without a retest letter after:
  - a. 30 days
  - b. 1 month
  - c. 180 days
  - d. 6 months
15. Which of the following is an open-ended question of the type used to probe needs and interests during the sales presentation?
  - a. Everyone needs money, don't they?
  - b. Do you feel job satisfaction is important to you?
  - c. How do you feel about serving our country?
  - d. All of the above.
16. When a need or interest has been identified as the buying motive, a FEBA should be done immediately.
  - a. True \_\_\_\_\_
  - b. False \_\_\_\_\_
17. What procedure do you use to correct a malfunction with the JOIN system?
  - a. Call the local electronics store.
  - b. Refer to trouble shooting procedures in USAREC PAM 350-4, if this doesn't correct the malfunction call Bde RCOR[AMO].
  - c. Fix it yourself.
  - d. None of the above.
18. When filling out the recruiter prospect card (USAREC Fm 200), the card must be annotated as completely as possible at each interview/phase of the recruiting cycle.
  - a. True \_\_\_\_\_
  - b. False \_\_\_\_\_
19. What information must be recorded in the law violation section of the USAREC Fm 200?
  - a. All alleged law violations
  - b. Date and place of the incident
  - c. Final disposition, if known
  - d. If no violations, enter the word "none"
  - e. All of the above
20. If additional space is necessary, 5" x 8" cards may be affixed to the prospect card (USAREC Fm 200).
  - a. True \_\_\_\_\_
  - b. False \_\_\_\_\_



## Diagnostic Test

1. a - (ST 12-163, para 24).
2. a - (ST 12-163, para 27).
3. c - (USAREC Pam 350-3, para 14).
4. e - (USAREC Pam 350-4, para 24b(2)).
5. a - (USAREC Reg 350-7, chap 3, para 3-6a(3)(c)).
6. c - (USAREC Reg 350-7, chap 4, para 4-21(c)).
7. a - (USAREC Reg 350-7, chap 4, para 4-10F).
8. two - (USAREC Reg 350-7, chap 3, para 3-6(5)).
9. c - (USAREC Reg 350-7, chap 2, para 2-6 (2)).
10. b - (ST 12-163, chap 2, para 5).

## June/July 1984 Answers

11. d - (USAREC Reg 350-7, chap 2, para 2-27).
12. b - (USAREC Reg 350-7, chap 2, para 2-6(3)).
13. b - (AR 601-210, chap 4, para 4-8e).
14. c - (USAREC Reg 601-56, appendix B, para 1).
15. remarks section - (USAREC Reg 350-7, para 2-9w(4)).
16. true - (USAREC Pam 350-2, appendix C, para 2).
17. 100-R - (USAREC Reg 601-50 para 7c).
18. true - (USAREC Reg 350-7, chap 4, para 4-21c).
19. c - (USAREC Reg 350-7, chap 4, para 4-21f(7)).
20. d - (USAREC Reg 350-7, chap 2, para 2-23b(1)).





# Rings and Things

Recent recipients of recruiter rings and gold badges appear below. Inquiries concerning these listings may be addressed to the USAREC Awards Branch, or phone AV 459-3871, commercial (312) 926-3036.

## RECRUITERS RINGS

### ATLANTA

SSG Willie J. Morris Jr.

### CHICAGO

SFC Carla Hamilton

### COLUMBIA

SSG Ira Johnston

MSG Kenneth L. Ritchie

SFC Johnny Troutman

### COLUMBUS

SFC George T. Borders

### DALLAS

GS7 Ray M. Pratt

### DES MOINES

MSG James E. Jenkins

### DETROIT

SSG William J. Weatherell

### FT MONMOUTH

GS7 Otis Craig

### JACKSONVILLE

SSG Ray D. Hessler

### LANSING

MSG Linden L. Purtlebaugh

SFC Michael R. Richter

### LITTLE ROCK

SFC John W. Knight

SFC Henry C. Kidd

SSG Harry Harrell

### MIAMI

MSG Ruth Patch

### MILWAUKEE

SSG Theodore C. Elias

### MONTGOMERY

GS7 William D. Rivers

### OMAHA

SFC Phillip R. Johnson

SFC George Brooks Sr.

SFC Jeffrey L. Roberts

SFC Robert W. Flanders

### PHOENIX

SSG Michael R. Black

### PORTLAND

SFC Larry F. Gates

SFC Robert M. Phillips

### RALEIGH

SFC Ronald W. Jones

### SACRAMENTO

SFC Paul R. Atwood

### SALT LAKE CITY

SFC Tom G. Karren

GS7 John L. Newell

### SAN FRANCISCO

SFC Richard Cuadra

### SAN JUAN

SFC Alberto Allende

### SEATTLE

SFC Gordon L. Caseman

### ST LOUIS

SFC Elroy A. Gebhardt Jr.

SSG Phillip L. Hart

## GOLD BADGES

### ALBANY

SFC Italo Pietrantonio Jr

### ALBUQUERQUE

SMG John W. Erwin

### ATLANTA

SSG Elisha Alford

SSG Tony L. Cooper

SSG Albert Simpkins III

SSG Steven H. Jarvis

SSG Alvin L. Gill

SFC Edward M. Johnson

SSG Thomas C. Cox

### BALTIMORE/

### WASHINGTON

SSG Tanya K. Nielsen

SSG George R. Smith Jr.

SSG William S. Beverly

SSG Russell L. Dillard

SSG Anthony C. Gales

### CHARLOTTE

SFC Robert M. Swann

### CHICAGO

SFC Julius Kovas

SFC Stephen J. Axsom

### CINCINNATI

SSG Emmanuel White

SSG Larry H. Hollway

### CLEVELAND

SSG Everett P. Hallman

SGT Librado Maldonado

### COLUMBIA

SFC Edward E. Siebold

SSG James E. Betsill

### COLUMBUS

SSG Michael J. Lanphere

SSG Pamela S. Bilgrien

SFC Michael L. Camechis

SFC Charlie L. Jones

### CONCORD

SFC Herman Ackley

### DALLAS

SSG Lonnie L. Lofton

SSG William C. Russell

SFC Milton T. Dunn

### DENVER

SSG Cheryl M. Roush

SSG Robert C. Lehman

SSG Joe M. Rodriguez

### DES MOINES

SFC Donna J. Schlimmer

SFC Robert J. Kilbane

### DETROIT

SGT James L. Kossman

SFC Michael J. Moore

SSG David C. Scheibeck

SSG Richard L. Calums

### FT MONMOUTH

SFC Joseph Smith

### HARRISBURG

SFC Phillip W. Day

SSG Clinton Lewis

### HONOLULU

SFC Edergardo J. Dayrit

### HOUSTON

SSG Daniel K. Cook

SSG Ingeborg A. Conley

SSG Lawrence E. Roush Jr.

SFC Archie R. Woody

SFC Michael L. Perry

### INDIANAPOLIS

SSG Gary L. Scott

SSG Willie M. Spruill

### JACKSON

SSG Gregory G. Smith

SSG Estus R. Harper

SSG Brenda G. Stewart

SFC James T. Bass

### JACKSONVILLE

SSG Wendall A. Dodge

SSG Samuel A. Brown

### LANSING

SSG Jay A. Swarbrick

SSG Jerry A. Ernsperger

SSG Gregory P. Boutwell

SSG Robert B. Ayers Jr.

SSG Ruben Garza

SGT Gary L. Fox

### LITTLE ROCK

SFC Jewell W. Massey

SFC Donald H. Kennedy

### LONG ISLAND

SFC Francis Scarano

SSG Jimmy R. Stiggers

SFC Robert L. Palladino

### LOS ANGELES

SFC William S. Siau

SSG Thomas H. Jackson

SSG James L. Davidson

### LOUISVILLE

SSG David G. Deem

SSG Stanley G. Crabb

### MIAMI

SSG Herman H. McIntosh

SSG Elvin Abney Jr.

### MILWAUKEE

SSG Clifton G. Burns

SSG Robert W. James

SSG Roger H. Fredrickson

SFC Robert J. Winski

GS7 Phillip E. Nehs

### MINNEAPOLIS

SGT Mark A. Thayer

SFC Michael R. Irvin

SFC Douglas J. Holmberg

SGT Gary L. Hergott

SSG Eldon E. Faupel

### MONTGOMERY

SSG Luke Jones

SFC Timothy A. Baxley

SSG Walter G. Boone

### NASHVILLE

SFC Eugene W. Amberger

SSG Kevin L. Horton

### NEWBURGH

SSG Regina Johnson

### PEORIA

SGT Shirley C. Mooney

SSG Charles E. McCoy

SFC Johnathan A. Neil

### PHOENIX

SFC Lyle Bullock

### PITTSBURGH

SSG James D. Summersill

SFC Craig Clemens

SFC Warren P. Lindgren

### PORTLAND

SGT Joseph D. Colby Jr.

SSG Scott B. Ashton

SGT Kent J. Anthony

SGT Stanley Mack

SFC John A. Humphrey Jr.

### RALEIGH

SGT Gary W. Gourley

### SACRAMENTO

SSG Harold Johnson

SFC Mirl A. Morse

SSG Emily L. Reynolds

### SAN ANTONIO

SFC Juan F. Alvarado Jr.

SFC John M. Kephart

SSG Rudy U. Carrasco

SFC John E. Garcia

### SAN FRANCISCO

SFC Jacqueline G. Nash

SSG Thomas Broden

SFC William Butler

### SAN JUAN

SFC George L. Cruz

### SANTA ANA

SFC Dallas L. Sweeney

SGT Jorge A. Cooper

### SEATTLE

SFC William E. Thurston

SSG Cecil G. McFie

SSG John P. Sommers II

### ST LOUIS

SSG Kenneth G. Hunn

SSG Jeffrey L. Jones

SSG Gloria J. Russell

SSG Robert E. Ownes

SFC James E. Stewart

SSG Barbara Warren

### SYRACUSE

SGT Timothy D. Fruin

SSG David R. Fletcher

SFC Michael W. MacDonald

SSG Sebastian J. Sciotti

SSG Eddie J. Smith

SSG Lee R. Stone

SSG Richard J. Butcher Jr.



# MOS 11M

Story and photos by  
Bill Walton  
Fort Benning, PAO



## Bradley Fighting Vehicle Crewman

There is a special suffix to the 11 series infantry, Military Occupational Specialty (MOS) to designate crewmembers of the Bradley Fighting Vehicle (BFV).

Known as MOS 11M10, it was first awarded in March, 1983, when the initial class graduated from Fort Benning's BFV Crewmembers Course.

The BFV course is three weeks in length and is conducted as a one-station-unit training (OSUT) add on. All students entering the course have completed the 13 week OSUT and are qualified as 11Bs (infantrymen).

There are 36 students per class, with two classes per three-week cycle. In January, 1985, this will increase to three classes per cycle, in keeping with the introduction of more Bradleys into the Army. Students for the BFV course are selected by drill sergeants and company commanders during OSUT.

"In this course we try to teach the students the correlation between the squad and the vehicle," said Capt. James M. Sparrow, Commander, D Company, Infantry Training Group.

"These men have just completed 13 weeks of intensive training that taught them to call on the next squad or platoon for support. Here we teach them that they have a vehicle with tremendous performance and fire-power that can provide them with immediate support," Sparrow said.

To encourage students to think and act as a squad, the class is divided into six-man groups, which train together as a squad for the three week course. One of the D Company cadre acts as squad leader when the training mission requires one.

The students live in one of the barracks belonging to the Company D, 9th Battalion, 2nd Infantry Training Brigade. It is located next door to the BFV training building. No training time is lost due to travel.

Vehicle familiarization, communications, driver maintenance and learning how to evacuate a casualty from a BFV are covered in detail during the first few days of the course.



The students then learn how to drive the BFV and are allowed to negotiate the BFV obstacle course, a series of inclines, humps and ditches located on Suiter Hill.

"Most of the new drivers are a bit timid at first, but after a couple of laps around the course they get the feel of the vehicle and what it can do. Soon it is obvious that they are really enjoying themselves," said Sparrow.

To enable the future BFV crewmembers to come to the aid of disabled BFVs, towing and slave starting of the vehicle are covered at length during the first week of instruction.

Following a period of instruction on installation of the vehicle night sight, the students drive the vehicle at night, buttoned up using only the vision provided by the device.

The BFV is capable of swimming at 4.5 mph. This capability is taught to the students during the second week of instruction. "It takes a good crew six to 10 minutes to prepare the BFV to swim," said Sparrow. "All the equipment needed is aboard each vehicle and it is just a case of making sure everything is in the right place."

A whole day is spent at Fort Benning's Victory Pond for the swim class and each student learns first-hand how the BFV handles in the amphibious mode.

Loading and unloading the TOW missile launcher are some of the other duties of BFV crewmembers. These, plus actions to take in case of a TOW misfire, are practiced so that they become second nature.

The BFV is equipped with M231 firing port weapons so the crewmembers can deliver suppressive fire when the vehicle is buttoned up. A familiarization class is conducted on the M231 from both a static position and while the vehicle is moving.

The major subject covered on the last day of the second week is learning how to load the BFV. The BFV 9-man squad is trained to operate independently and be self-sustaining. This means they take all their necessary equipment, rations and ammunition with them. "When a full combat load is stacked behind the vehicle, you would swear it would never fit. But

*A BFV crewman uses the built-in periscope to aim the M231 firing port weapon during static firing on Fort Benning's Malone 3 Range.*



everything has a place and it all goes in, Sparrow added.

The training pace picks up the third week as the skill of the students improves. They practice dismounted drills and learn what it is like to drive a BFV in convoy, both day and night.

The BFV squad mission gives students a chance to put to practice the various skills they have learned during the course. There are four separate problems that the squad has to solve during the mission.

First, the vehicle is subject to indirect fire and students are expected to come up with a solution and take the necessary action. In this case it means button up the vehicle and move it out of the target area.

The second problem concerns an open area which requires the squad to dismount to clear the area for the vehicle. Aggressors add to the realism of the situation and if the squad needs support, they are expected to call on the vehicle to provide it.

The M231 firing port weapons come into play during the third problem of the squad mission. The vehicle receives small arms fire which is suppressed by using the M231s.

A squad size enemy objective is the final problem of the mission. This requires the squad to dismount and attack the objective with the vehicle providing the necessary support.

Following a day of review/reinforcement training, to insure that nothing has been left out and that there are no unanswered questions, the students are presented an eight-station end-of-course test. Those students meeting all the requirements are awarded MOS 11M10.

"I didn't think that the Bradley could be as good as they said it was," said Pfc. Joseph Percuccio, honor graduate of BFV class 5-84. "But it is even better than it was described to me. I have a lot of confidence in the vehicle and myself after completing this course."



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**MOS  
11M**



# **Infantry Fighting Vehicle Crewman**

